DOCUMENT RESUME

ED 120 181 SP 009 957

TITLE [American Primary Experimental Program (APEX).]
INSTITUTION Vermont Univ., Burlington. Coll. of Education.
PUB DATE [75]
NOTE 39p.; Appendices V and VI omitted due to poor legibility

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage
DESCRIPTORS Education Majors; Higher Education; *Performance Based Teacher Education; *Preservice Education; *Student Teaching; *Teacher Education; *Teacher Education Curriculum
IDENTIFIERS *Distinguished Achievement Awards Entry

ABSTRACT

The American Primary Experience Program (APEX) is a four semester junior-senior year specialization in primary education at the University of Vermont's College of Education and Social Services. In the first semester of their program experience, students spend concentrated time as participant observers in two of three cooperating elementary schools. In the second semester, the students are involved in a 15-week methods block that includes the integrated teaching of reading, science, children's literature, mathematics, social systems, health, and physical education. A 17-week student teaching experience fulfills the third semester, and the fourth semester concludes the students' college experience with seminars and group meetings to polish teaching skills. The program is humanistically oriented, focused on self directed learning, and provides a continuing varied group experience for half the students' college life with planned interpersonal support. Highlighting the four semesters is a continued focus on personal accountability. Two thirds of the students' professional preparation is spent in APEX. (Appended are (1) a statement of the APEX philosophy, (2) a discussion of activity centered performance basing, (3) a learning experience record, (4) an explanation of the curriculum block, and (5) a budget statement. A section on elementary school science and one which presents an analysis of American primary schools have been omitted due to marginal legibility.) (Author/RC)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED120181

APPLICATION
FOR
DISTINGUISHED ACHIEVEMENT AWARD

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

American Primary Experimental Program
College of Education and Social Services
University of Vermont

Dean C. Corrigan

Dean C. Corrigan, Dean

Frank J. Watson

Charles Rathbone & Frank Watson, Co-Directors

Charlie Rathbone

SP009 057

Summary

The American Primary Experimental Program (APEX) is a four semester Junior-Senior year specialization in primary education of the University of Vermont's College of Education and Social Services. In the first semester of their program experience, students spend concentrated time as participant observers in two of three cooperating elementary schools. Their second semester sees students involved with a fifteen week methods block that includes the integrated teaching of reading, science, children's literature, mathematics, social systems, health, and physical education. A seventeen week student teaching experience fulfills their third semester and their fourth semester concludes their college experience with senior seminar and group meetings to polish teaching skills. The program is humanistically oriented, focused on self directed learning, and provides a continuing varied group experience for half the students' college life with planned interpersonal support. Highlighting the four semesters is a continued focus on personal accountability. Two thirds of the students professional preparation is spent in Apex. Twenty-seven members of Apex 1 have graduated, twenty-nine are presently seniors (Apex 2) and thirty-two are in their second junior semester (Apex 3).

Summary and Description Page 1

Development Page 1

Visions Page 1 - 6

Personnel Page 5 - 6

Conclusions and Contributions Page 6 - 8

Appendices

I. Philosophy

II. Activity Centered Performance Basing

III. Learning Experience Record

IV. Explanation of Curriculum Block

VII. Budget Statement

Development

Early in the Fall of 1972, planning began for a teacher training program specializing in the preparation of teachers for the primary grades of American public schools. Clearly, two forces helped crystallize the planning efforts: the irritation of the program's future co-directors with their place in the disconnected and often mindless traditional elementary program, and the support and guidance of the Dean's office in creating a specialized early childhood component (K - 4) in the College.

In the directors' teaching experience, most students were hopelessly conditioned passive learners. Years of teacher-directed schooling had destroyed even the realization that one could direct and pursue one's own personal goals for his/her education as a teacher. It was a fundamental assumption of the directors that unless students could be reawakened to their personal power in pursuing self-directed studies, then there was little hope that they in turn would kindle a like spirit in the hearts and minds and bodies of young school children. No belief holds stronger than forcing students to accept the responsibility of directing their own learning. It filters through all aspects of Apex and ironically, in the minds of some, was the issue that made and makes Apex experimental. When the program philosophy (Appendix I) was drafted, this belief stood clearly.

Visions

Four visions of Apex will be articulated: the activity centered performance based education, the notion of integration, interpersonal support groups and direct experience.

Vision: Activity Centered Performance Basing

The principle of self-direction led to several aspects of program organization. The planners were intrigued with the idea of creating a program that could hold self-direction as the fundamental basis of its humanism and yet be performance based. Activity Centered Performance Basing (Appendix II) articulates this approach. Briefly, eight

performance objectives were conceptualized to cover all aspects of experience in learning to become a teacher. As students worked through self-determined programmatic experiences, these experiences and their unique personal outcomes were fitted to one or several of the performance objectives. Inductively, students defined their own degree of competency within each of the overall objectives. By graduation time, each student has numerous unique experiences under each of the program objectives. No two students have the same. Each has a personal understanding through experience of how she/he met a certain objective. They have not had to meet specific competencies defined by a collection of experts -- they have built their own competencies. To keep a record of each students' progress, a triplicate Learning Experience Record was designed (Appendix III). A planned experience was articulated, recorded (with inevitable changes noted) and copies went to the student, their advisor, and a program objective file so that program staff could instantly see what experiences were being pursued for each performance objective.

This focus created a real need for personal accountability, the idea that each student was to document their learning in some way. Students are expected to keep close journal recording of their experiences. Such documentation was necessary to keep track of each person's flow of learning experience so that one could have data at hand to reflect upon the course of their own learning and its inevitable frustrations and joys. The documentation of journals and learning records has also been extremely helpful to program planning over the three year history of Apex.

Vision: Integration

An aspect of their traditional college training that was frustrating to the directors was their place in assembly line teaching. Semester after semester of new faces did not help them feel much of a strong investment in any particular students' whole education. Likewise, an organization that taught the methods of science, mathematics, social studies, reading, children's literature, health and physical education did nothing to emphasize any similarities of human development or content that threaded through each of the methodologies. Again, the medium in which the student was educated mindlessly reinforced

needless curricular separations. This was seen as particularly destructive to the growth of a young child. School unnecessarily breaks the world into phony categories and the traditional pattern of college courses subtly reinforces this as the "right" way to teach. Given this perception, integration became an important operational principle. A methods block was designed in which experiences applicable to all methods were offered for the learning of the Apexers. Appendix IV describes the theoretical orientation of the curriculum block in detail. An eighty-eight page curriculum guide was written for the first group of students (Apex 1). This guide, The Threads, was revised to 132 pages for Apex 2, and will be revised again for the Apex 3 students, ready to enter the curriculum block this coming Spring. Appendix V illustrates one section from The Threads to give the reader an idea of its format.

Vision: Interpersonal Support Groups

Perhaps all learning needs the support of others to be validated. Interpersonal support is a necessity for one involved intensely with his/her own self-direction. To develop this support, students must be together for more than one fifteen week semester. Each group of Apex students remains together for a major portion of four college semesters. Over four semesters, a group of thirty can transcend the superficial surface "knowing-each-other" that is typical of their prior college experience.

Two additional identity groups were designed into the program. School groups are consistent groupings of ten or so students and one staff associate that visit elementary schools for extended periods of time during their first program semester. These groups function as a forum to analyze all aspects of school operation. Questions are provided to guide individual observation and participation (Appendix VI). Family groups are groups of five or six students with one staff associate that meet periodically to socialize...to serve the need to get below the surface in relationships with peers. Cross-school comparisons add richness to family groups but more often serve as vehicles for airing and working through interpersonal and personal blocks. Skills of group communication and process are introduced in family groups by staff as they become necessary.

Each student, then, achieves a program relationship in several ways: as a member of a group of thirty and all staff, as a member of a school group with a staff member, and through membership in a family group with a different staff member. Not too incidentally, the importance of grouping, knowledge of social structures and group process skills was introduced into a students' program their first program semester. In addition to the notion of group interpersonal support, there is the belief that staff can offer personal support to individual students without inculcating dependence upon the staff by the student.

We have discovered such one-to-one counseling support necessary for at least two phases of the program. Self-directed learning can be a lonely pursuit and one that most students find intimidating, but challenging. By design, an overwhelming number of alternatives are served to the students to force their making a choice whether it concerns participation in a particular aspect of a public school, the choice of what is to be experienced in a reading curriculum, or with whom to student teach. Inevitably the questions "Am I doing enough?" , or "I'm lost and don't know what to do!", "I didn't do a good enough job!", "Why doesn't she talk to me more?" arise. A state of displaced energy (entropy) overtakes many Apexers a few weeks into the curriculum block as they fully realize the staff is not going to articulate specific activities for them to do. These are all critical periods in understanding "How I Learn?" and the staff must reflect to the student their personal strength to weather these times of confusion. Independence and self-reliance result in most cases.

The second phase referred to is student teaching, the most individualized of our learning experiences. Much has been discovered about the student teaching experience as we have worked with our students. Suffice to say that support is most important to help a student teacher realize how he/she would do things differently, to help create a vision of what their personal style is in a setting that despite a one to three week "solo" is never really their own.

Vision: Direct Experience

Scheffler[1] has noted that knowledge in the strong sense can only be attained when the conditions of truth, belief, and evidence are met. Having the data or evidence to base judgments, create attitudes, and develop skills is an extremely important aspect of Apex. Schools are not spoken of in the abstract -- teachers are observed, principals are shadowed, custodians are talked with, secretaries are sat with, teachers rooms are encountered and kids are met. Methods are not lectured about - batteries and bulbs are lit, plants are grown, gerbils are fed, reading codes are broken, and children's literature is written. Social relationships are not abstractly dealt with as social psychology -- the talkers are confronted, the quiet ones face the task of talking, hassles are brought up, and a group of thirty is ultimately dealt with as a pluralistic society. Wherever possible, the experience is experienced before the analysis is made. Graphically, the notions of direct experience and integration are the bridge between our principles and our actions (Appendix I). We are fortunate to have developed relationships with three elementary schools in the Burlington area that put up with our searches. Their tolerance is assuaged by the fact that our participation helps their "search" as well. Our staff serves their faculties as well as our student teachers and school groups. Over the three years of the program only one school has been changed. At the end of this semester one non-participating Burlington principal had requested Apex to work in her school next year and another participating principal requested a school board member submit a letter of program commendation to the Dean. Healthy relationships have evolved with our schools.

Personnel

Originally constituted for the 1973-1974 academic year, the staff of Apex reflected a belief that a staff could be composed of undergraduates, graduate students, public schools personnel, and college faculty who functioned as coequals with respect to program planning, support, and instruction. Accordingly, the first staff was composed of

[1]Scheffler, Israel. The Conditions of Knowledge. (Chicago: Scott, Foresman & Co.), 1965.

two undergraduates, one part time public school teacher, one teacher education graduate (M.Ed.) and two college faculty (co-directors). Particular interest was paid to the undergraduate position for here was an untested concept in our College. The development of this position was fascinating and probably the most difficult with respect to role of any of the staff positions. Separated from peers by the "staff" title, yet not experienced in the same way as the more senior staff members, the undergraduate staff role needed the greatest degree of definition and support. Easily, it could have become merely a "gofer" position. It didn't.

The following year, the staff increased to two undergraduates for one semester and one undergraduate for two semesters, one public school teacher on leave, one graduate student and three college faculty. This staff worked with sixty-one students.

Currently, the staff consists of two college faculty and two graduate students and deals with sixty-three students, the decreased numbers reflecting the budget crisis affecting the University, not diminished interest in Apex. The fact that two college faculty have been with the program as co-directors over its three year history has provided continuity. Interestingly enough, neither co-director has ever had a full time teaching assignment to Apex. Because of its unique organization, Apex has been able to utilize its students for some of its teaching functions. In many ways, their input to the direction of the program casts them periodically as program personnel.

Student interest in Apex has grown in the three years of program development. Apex 1 saw seventeen students admitted by the end of the pre-enrollment period. The number grew to twenty-nine by the second week of the programa's first Fall semester. Apex 2 saw twenty-four admitted and one rejected by the end of the pre-enrollment period. The number again grew to thirty-one at the end of the second week of Fall semester. Apex 3 saw thirty-one admitted, five on a waiting list, and three rejected at the end of the pre-enrollment period.

Conclusion and Contributions

In many ways, the development of the program is like the construction of a home. Pieces are added, taken away, and refined as time goes one. The structure is never finished. Apex 1 and 2 rotated among three elementary schools for three weeks during their first semester. Apex 3 has rotated among two of three elementary schools for six weeks of their first semester. The Threads has been revised each year. Apex 3 saw the addition of a five session Observation and Development seminar to enhance the first semester of school visitations. This cycle also saw the addition of a five seminar experience to examine philosophical questions of quality, dualities, and the meaning of Self taught by a senior member of the College's Foundation Area who volunteered her time. These seminars provided an intellectual balance to offset the daily pragmatic questions dealt with in schools. The program has grown and changed. Above all, what guides this change is the search for Quality in what we do and whom we do it with.

The contributions made by Apex have been seen as contributions to the College of Education and Social Services at the University of Vermont. We have no national impact. Our time and energy has been spent at home. The program has demonstrated to the College that the following arrangements can be carried out:

1. Students can be clustered for periods of time...the traditional boundaries of course - credit and time can be broken. The College later developed two freshman/sophomore student clusters.

2. Students can be taught curriculum in an integrated fashion and still be hired. Seventy-seven percent of the Apex 1 group who sought teaching jobs were hired. The College attempted to integrate its science and math methods following an Apexian model.

3. It is possible to carry out the planning phases of development and implementation concurrently. This evolutionary planning model has helped us to realize and in most cases correct our weaker areas (intellectual imbalance, articulation of program goals to school personnel). Following the formation of Apex, the College formed a Curriculum Committee to begin to press for innovation at the College. Apex continues to provide the College

with information with respect to its procedures.

4. Faculty can utilize undergraduates effectively as program personnel and provide credit for these alternative experiences. Since Apex, the College has begun to utilize undergraduates as teaching assistants in several areas.

5. It is possible for a college to have an innnovative, experimental program without the aid of outside funding or a detrimental sidetracking of internal funding.

6. Performance-based teacher education can be carried out in a way that enhances the humanistic support of a learners self-direction.

7. It is possible to teach college students in a way that you would like time to teach.

8. With proper support, self-directed learning can be rekindled in those who have forgotten what its all about.

9. Public schools can participate willingly and cooperatively in the preparation of students of schooling and education.

The program has been described by its directors at a variety of national appearances over the past three years. However, the application for the Distinguished Achievement Award marks the first conscious effort by the program to disseminate its purpose, process, and products nationally. There is much more to be said than could possibly be written in these too few pages. We believe we have an important message and perhaps you will agree, too.

APPENDICES

I. PHILOSOPHY

The University of Vermont
AMERICAN PRIMARY EXPERIMENTAL PROGRAM, TEACHER - LEARNING SPECIALTIES AREA
COLLEGE OF EDUCATION, C 140 LIVING / LEARNING CENTER
BURLINGTON, VERMONT 05401

3/10/75

These principles reflect almost two years of day to day work. They flow directly from experiences of interacting with kids, college students, school personnel, curriculum materials, and each other. Apex represents a diverse group of educators, each at a different level of their own educational development. What follows is the result of our step backwards, an examination of the landscape behind our actions. What follows are the principles that have guided our action. Initially, these principles were ~~a~~nscent. Our work embodied our beliefs. It is important now for these principles to be stated. Our work has revealed to us our guideposts. We would have it this way. We would prefer not to have had our work circumscribed and narrowed by adhering to untested "truths" initially stated.

Our principles are beliefs. They group into three categories:

Principles of Living and Learning
Principles of Curriculum
Principles of Planning

Each principle is threaded with two operational notions: the notion of Integration and the notion of Direct Experience. What one sees when they visit our classes, meetings, dinners, and talks are the results of the interaction of principle and operational notion. An explication of our principles and notions provide the "why" to what we are.

An Equal Opportunity Employer

Principles of Living and Learning

Healthy living reflects a healthy learning environment and therefore this is the most important collection of beliefs for us. We believe living a full, rich life through which we confront our individual nature and the responsibilities of self-determined decision making makes an attitude that leads to superior teaching.

> Learning that is ultimately most beneficial is learning that occurs because the individual decides it is important for that individual. The desire to learn that comes from self direction is more valued than a desire to learn that originates in someone else's determination of the individual's needs.
>
> Learning that is ultimately most beneficial is learning that involves both feeling and thinking in a manner that feeling and thinking are balanced. What the individual feels about what that individual thinks must be a balanced system of energy.
>
> A state of unproductive energy (entropy) is useful in breaking the pattern of extrinsically motivated learning characteristic of most schools of higher education.
>
> Entropy is resolved by focussing on the learner's feelings, their origin and use. This process of conflict resolution serves to bring thoughts and feelings to a state of congruency enabling the learner to behave in a more intrinsically motivated fashion.
>
> Healthy learning requires the invocation of an individual's own personal child as well as the serious deliberation of the individual's adult state of mind.
>
> Increased awareness of a child's pattern of thinking can only be achieved if the difficulty inherent in imposing a formal adult thinking style on a child's frame of reference is recognized and dealt with constantly. Dealing with these distinctions is necessary for good teaching.

Interpersonal skills are developed, not inherited.

The learning process is not linear--linear sequence does not reflect the input from the multitude of sources characterizing most learning environments.

Open learning situations require an honest dialogue revealing feelings and thoughts, and the trust that their expression need not force others to a particular individual's world view.

Each individual constructs their own reality. While parts of individual realities are shared, each individual reality remains valid unto the person.

Principles of Curriculum

The Apex curriculum involves many facets. The principles stated here reflect both our program curriculum and our perspective on curriculum in the generalized state.

Curriculum remains open ended and not bound by semester time frames. No specific directed curriculum end products are uniformly advocated. There is no magic set of skills forever ensuring successful teaching.

The work of our curriculum is the generation of a disposition that enhances the skill of questioning and searching for answers, not the giving of information.

Curriculum is organized so as to actively involve all dimensions of the learner: the hands, the feet, the body, the mind, the senses, the emotions.

A given object or phenomenon may be viewed through many perspectives. Focussing on one perspective (methodology) to the exclusion of others develops a view of the world that is at once distorted, simplistic, and unrealistic. To represent reality more vividly, content must be integrated through the methodologies and not relegated to the domain of one particular methodology.

Principles of Planning

Rivers flow because gravity wills their motion. Human beings grow and develop because they have perspective on where they've been and where they're going. Planning, the process of directing action in the present, must use the past in accounting for the future. The term is used both with respect to curriculum and individual growth.

> Planning and efficiency are not to be considered a valid cause and effect.
>
> Assessment by measuring, evaluating, and documenting is a necessary part of the learning process, personal or otherwise.
>
> The most desirable state of planning is documentation of a learning process wherein previously stated goals may not necessarily be realized but the path taken is noted and new goals generated.
>
> Planning for self-directed learning is ultimately the responsibility of the learner.
>
> The more behaviorally specific learning goals become, the more skill development is enhanced and the less one's world becomes "known" in the broad sense.
>
> The statement of endpoints in planning processes need not lead the teacher to instruct to the exclusion of student determined goals.
>
> Planning can enable teachers to extend the learning of others without giving conclusions to the learner. Planning for learning need not be inhibiting to the learner's naturally evolving interests.

Our principles are given by two operational notions. The notions in effect translate the principles into actions. Figure 1 visually represents this relationship.

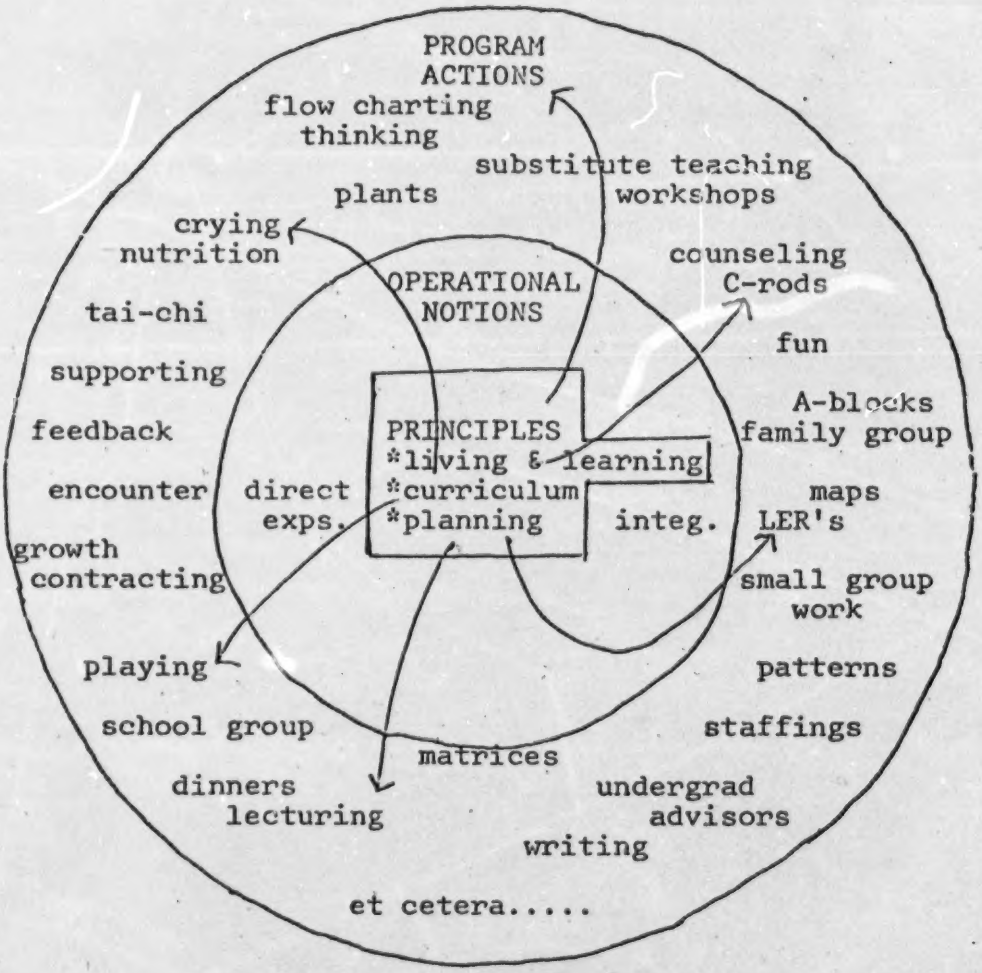


Figure 1. Relationship between Apex Program and the Program Principles.

Direct Experience

Learning about teaching is not best accomplished by talking about doing. Where possible, an attempt is made to do first and talk later. Primary source material is very important and we will talk about an experience removed from us only when absolutely necessary. This notion is seen in the multiple school experiences, work with materials, analysis of theory in an applied sense, and the group interaction on many levels.

Integration

Integration is our attempt to bring together parts of our world that has been artificially segregated. Personally this is seen in the work with thoughts and feelings. With respect to curriculum, this is seen in the use of core concepts that thread through different content areas. Programmatically the notion provides the impetus behind our close work with public schools. Integration provides our holism.

II. ACTIVITY CENTERED PERFORMANCE BASING

ACTIVITY CENTERED PERFORMANCE BASING

Charles Rathbone, UVM
Frank Watson, UVM

The American Primary Experimental Program (APEX) is a new innovative program within the Teaching Learning Specialties area of the College of Education and Social Services at the University of Vermont. It is an alternative within the standard elementary education preparation program. Thirty students in the college are enrolled in the program preparing them to teach on primary levels in American public schools.

The APEX program is distinguished by several approaches different than currently exist in the college. APEX students take a large bulk of their courses together as a group over the last two years of their college years. This large group is divided into family groups of five or six students apiece. Now operating or organized under individual choice, these family groups serve the individual purposes of its members. Some cluster around a mutual effort at value clarification; some organize to explore course assignments; others organize for public school experience discussions. The students' first semester in the program is highlighted by a four week experience in each of three different elementary schools in the Burlington, Vermont area. This experience provides raw data to answer questions such as: "What is a school?" "Where is the power in the school?" "How do decisions become made?" "What are the jobs of the principal, the teachers, secretary, and the custodian?" What's a typical day like for a kid?" "What books are being used?" and so forth. Second semester sees 12-15 hours of methods courses integrated in one curriculum block. This emphasizes the programmatic focus that similarities between subject matters such as reading, mathematics, science, language arts, and the lively arts need to be highlighted rather than emphasizing their differences as we have done in the past, methodologically and by space and time. Other uniquenesses exist in the program, but for purposes of acquaintance this gives a rough outline of some uniquenesses.

A major feature of the program considered unique is the particular adaptation in performance basing our teacher education. What we have implemented is a process wherein activities that students choose to act upon are fitted to program competencies. This approach is substantively different than normal competency based programs wherein the competencies are laid out and the activities necessary to achieve those competencies are likewise prescribed. In such programs the student may have a choice among several prescribed activities. In the APEX program the student determines the activities, carries out the activities, and then depending upon the direction that the activity took, selects the competency into which the activity fits.

The competency statements guiding the program are:

1. applicable knowledge of psycho-educational theoretical positions in early childhood education.

2. applicable knowledge of the political nature of public schools within a given school district.

3. applicable knowledge of the power relationships within a given school building and methods of manipulating these relationships to the advantage of yourself, your children, and your school.

4. applicable knowledge of the skills and relationships between instruction-content-assessment.

5. applicable knowledge of the integrated nature of human development with respect to cognitive, affective, and motor learnings.

6. applicable knowledge of the structures involved in open education.

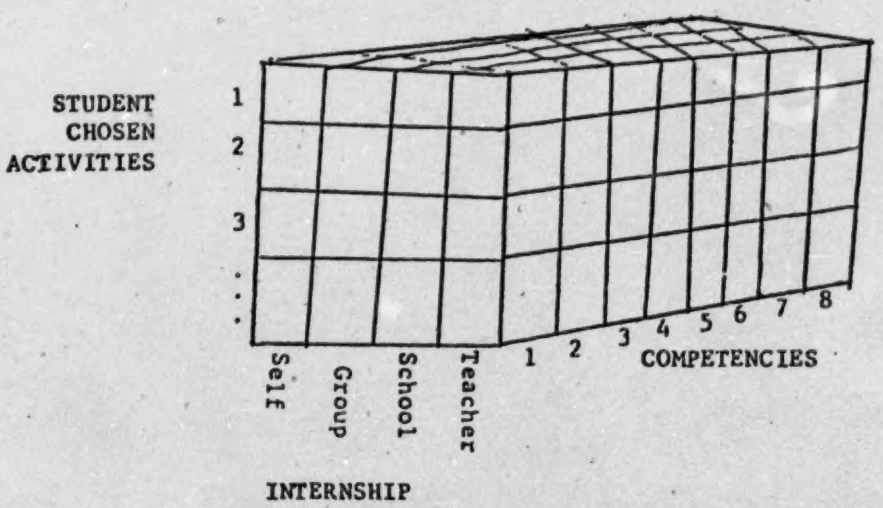
7. applicable knowledge of the effects of institutionalized stereotyping upon groups in our society including Blacks, French-Canadians, Women, Men.

8. applicable knowledge of the foundations of education in analyzing the role of schools in contemporary and future society.

In addition to fitting a competency, each chosen activity fits a self-oriented internship. The internship describes the student's self interacting with some aspect of its life space. This particular vision is used to emphasize that each activity and competency is ultimately related to a very personal interchange with the world. There are four such internships:

self in interaction with self
self in interaction with the APEX group
self in interaction with the institution of "school"
self in interaction with the school as "teacher"

Diagrammatically, the performance based notion of APEX can be represented as a three dimensional matrix:

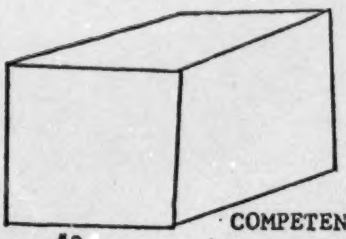


The following example might make clearer the operation of the performance based aspect of this program. A student may develop a question concerning the function of the school secretary. The student sits with a program staff member and uses a Learning Experience Record to spell out the description of the activity. The activity might read: "I am going to sit down with Mrs. Jones at Chambers School for the whole morning of January 21, and try to see who that woman speaks with and what the quality of that communication is." The anticipated end-point of that activity might be written as follows: "I will record my findings in my journal. I will speak with Charlie (staff member) and I will present my findings to my family group in graphic form." Notice that the actual evaluation by the student sitting down with the secretary is not stated on the Learning Experience Record. The evaluation may be negatively critical and very private to the student. The Learning Experience Records are open to staff members of schools. Any negative confrontation we feel ought to occur face-to-face and not through what one has read in someone else's journal. Therefore, the evaluation goes into the intern's private journal, and only the method of evaluation is stated on the Learning Experience Record.

The student spends her morning with Mrs. Jones and observes that Mrs. Jones makes a certain number of contacts with parents, students, teachers, and with the principal, and that these contacts are made both as a sender of information and as a receiver of information. The student can then prepare a chart or a matrix listing the number of contacts, whether the secretary was sender or receiver, and with whom the contact occurred. This is valuable information with respect to how Mrs. Jones operates in that school. For instance, if Mrs. Jones' comments with teachers are as a sender of information, then you can begin to ask some questions about the way the principal functions in that school. However, if Mrs. Jones receives a great deal of information from the teachers, that is a different kind of information about the way that school operates. It may in fact be that Mrs. Jones only directs teachers to the principal's door because the principal has said that any teachers coming in here with a question are to come directly to him.

Given this situation, the student would list what she found out about Mrs. Jones' operation under the competency "knowing the political power structure of the school."

It may be however that while this student was listening to what Mrs. Jones was saying the student began to cue-in to the way in which Mrs. Jones dealt with teachers with regards to curriculum in the school. It may in fact be that Mrs. Jones knows a great deal about the school curriculum and serves as an informal team leader, curriculum organizer, whatever. The student's representation of this information would be quite different from the representation of the communication patterns of Mrs. Jones, and the information would fit into a different competency; it would fit into the competency having to do with "the integrated nature of content, instruction, and assessment." Diagrammatically, this part of the APEX students' curriculum could be represented:



These two examples serve to highlight how our competency based system works. We feel it is of utmost importance that the student not be constrained by our statement of competencies. The competencies are stated in general terms, and stated in the language of teacher educators, not necessarily the language through which students learning the skills of teaching communicate. The statements are inhibiting enough without having to have students understand them completely before they start to specify their own activities. Therefore we feel it is very important that the students determine what they want to do in a school, do it, and based on their own unique outcome of that activity, decide which competency that activity fits in. It is assumed that at the end of two years of the program the students will have a well-developed understanding of that "professional" language based upon their total activities within each competency.

Two additional points ought to be made about this form of performance basing. The first is that using the quadruplicate Learning Experience Record, a major feat of record keeping is accomplished. Each Learning Experience Record filled out goes to four different places. After being signed-off by the faculty member, the first copy goes to the student, who keeps his/her activities in a portfolio sectioned by competencies. The second copy goes to a program competency file. This competency file holds all activities by all students for each competency. The third copy of the activity goes into the internship file. The internship file holds all activities by all students for each internship. The fourth copy of the Learning Experience Record goes into the advisor's file, so the advisor has record of his L.E.R. advisement over the year.

Another aspect

The ~~second aspect~~ of this type of performance basing that bears notice has to do with the evolution of the curriculum. Basically humanistically centered, the APEX Program endeavors to meet the students' needs. This is nothing new for programs calling themselves "humanistic." However, viewing the student activities as they are matched under each competency gives impetus to program planners as to what direction their curriculum development ought to take. It follows that a competency with a heavy loading of activities would show a higher degree of motivation and interest on a student's part than a part of the curriculum that doesn't have so many activities listed. Or perhaps program leaders haven't been clear about one particular competency. Or, it may be that a competency is

just unrealistic. Faculty and program planners can observe these loadings and keep the program renewed and evolving.

Not all students in the APEX Program buy this notion of assessment. Four have elected alternate means. We are not saying that we think we have the answer. What we are saying is that we are extremely excited about a notion of performance based teacher education that we have not seen any other place in the country. Activity centered performance basing seems for us to be truly humanistic in its orientation and allows us to develop a program for our students that is as student-directed as we would wish their programs to be for the children they will teach in the near future.

III. LEARNING EXPERIENCE RECORD

Intern Name _____

IIIa

LEARNING EXPERIENCE RECORD

American Primary Experimental Program
Teaching Learning Specialties
College of Education
University of Vermont

Competency/Internship

Activity

Conferences

Date	Signature(s)

(Indicate initial conference S and final conference E)

Competencies

1. applicable knowledge of psycho-educational theoretical positions in early childhood education
2. applicable knowledge of the political nature of public schools within a given school district
3. applicable knowledge of the power relationships within a given school building and methods of manipulating these relationships to the advantage of yourself, your children, and your school
4. applicable knowledge of the skills and relationships between instruction-content-assessment
5. applicable knowledge of the integrated nature of human development with respect to cognitive, affective, and motor learnings
6. applicable knowledge of the structures involved in open education
7. applicable knowledge of the effects of institutionalized stereotyping upon groups in our society including Blacks, French-Canadians, Women, Men
8. applicable knowledge of the foundations of education in analyzing the role of schools in contemporary and future society

Statement of Activity: (including situation, intern action, and end point)

Evaluation of Activity: (including how end point of intern action will be monitored and by whom)

Changes:

Form V-12 8-73

IV. EXPLANATION OF CURRICULUM BLOCK

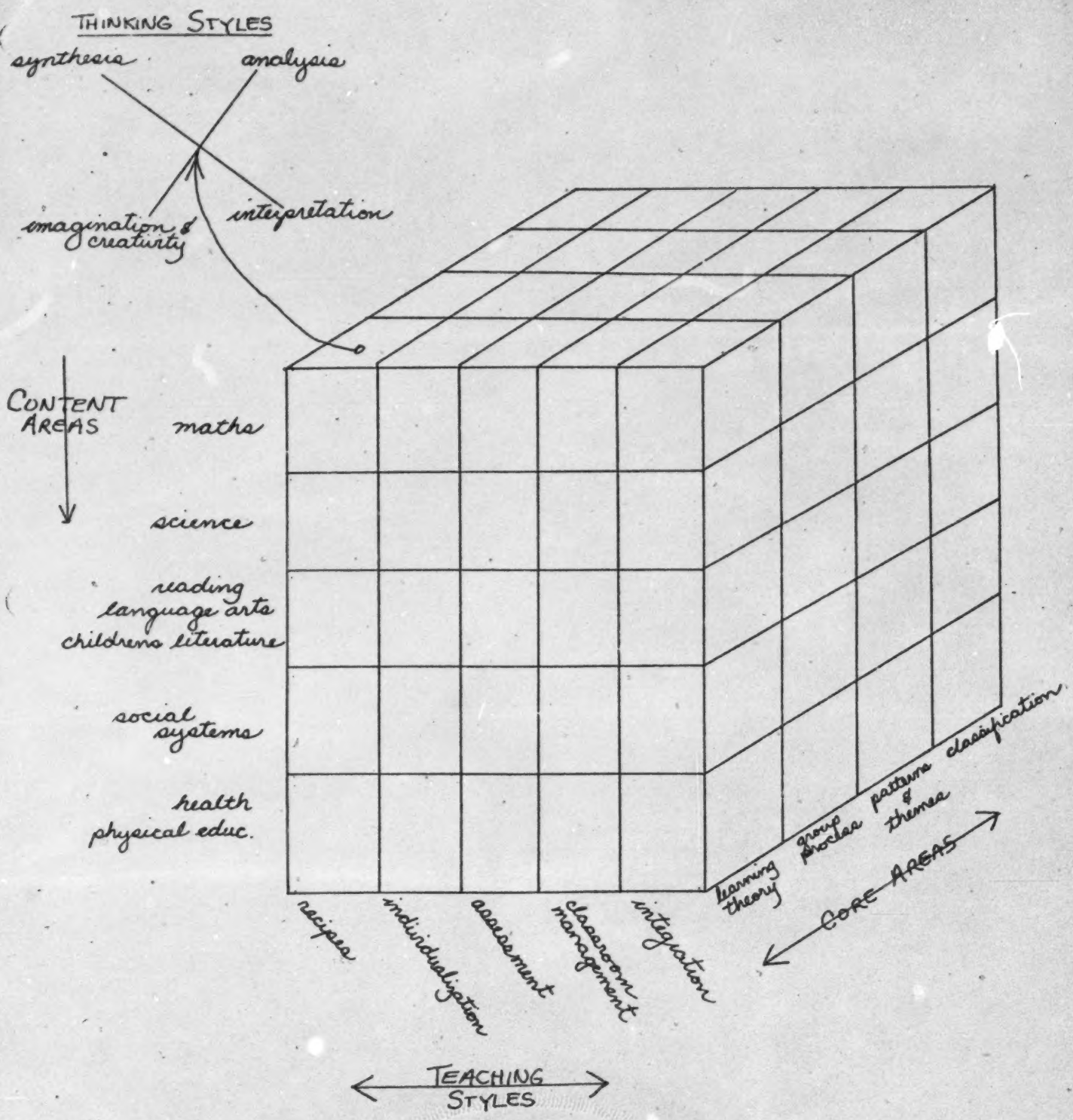
Section II. Our Curriculum

A. Overview

This seems as good a place as any to explain the overview from which the curriculum block is conceptualized. The overview may be hard to comprehend for at least three reasons. One, the overview is a theoretical model and therefore some people approach it as a prime example of foggy noggin breakdown. Two, our words reflect our jargon and while this helps in-group communication, the out-group is often left scratching while asking, "Huh?" And, last, understanding that each person's reality is unique, time will be needed to allow the overview to be experienced and internalized. What we are trying to communicate is not so important as how you tie things together -- how my reality is accommodated into your reality -- how my experience becomes actively internalized into your bag of experience tricks -- all these being different from mine but finally, validly, yours.

A situation pregnant with good, murky, tangled, thick, turgid, wallowing confusion! Understand this! Apex is attempting an incredibly difficult chore not unlike trying to feed ripe grass to a naive holstein while milking her with one hand, pasturizing the milk with the other, bottling the processed milk with your feet and if you're lucky, rubbing her side affectionately with your head and cheeks to provide proper interpersonal warmth and support. On the other hand we do not expect you to

As we move through the semester, we will start with one "thread" and follow it through the matrix. Then we'll move to another and follow it. Then we'll stop, recapitulate, and see where we need to go. We certainly do not intend to cover all the sections of the matrix: indeed there are 4x5x6x4 or 480 possible combinations (assuming one recipe). Nor do we intend you to know all sections. Even knowing two or three sections completely, you'd be a pretty damn good teacher! This approach emphasizes our notion that we want to focus on process, not specific endpoints, and that our model will give you some notion of what you do know. One thing the model does for sure is to highlight the fact that no one can know it all!

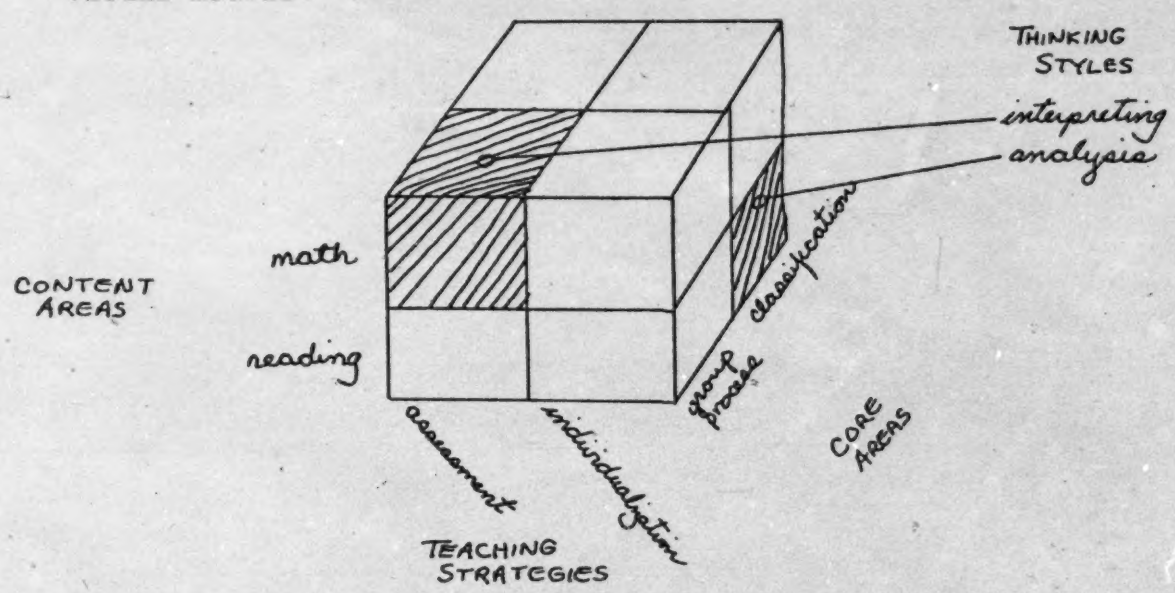

THINKING STYLES
synthesis
analysis
imagination & creativity
interpretation
CONTENT AREAS
maths
science
reading
language arts
childrens literature
social systems
health
physical educ.
learning theory
group process
pattern & themes
classification
CORE AREAS
recipes
individualization
assessment
classroom management
integration
TEACHING STYLES

Now, the connection between our curriculum block semester and this teacher/child situation is precisely this. We too have used four different perspectives to give our meaning to what we will be doing as learners and teachers and what you will be doing as future teachers. The only difference is that we have several more specific categories for each perspective.

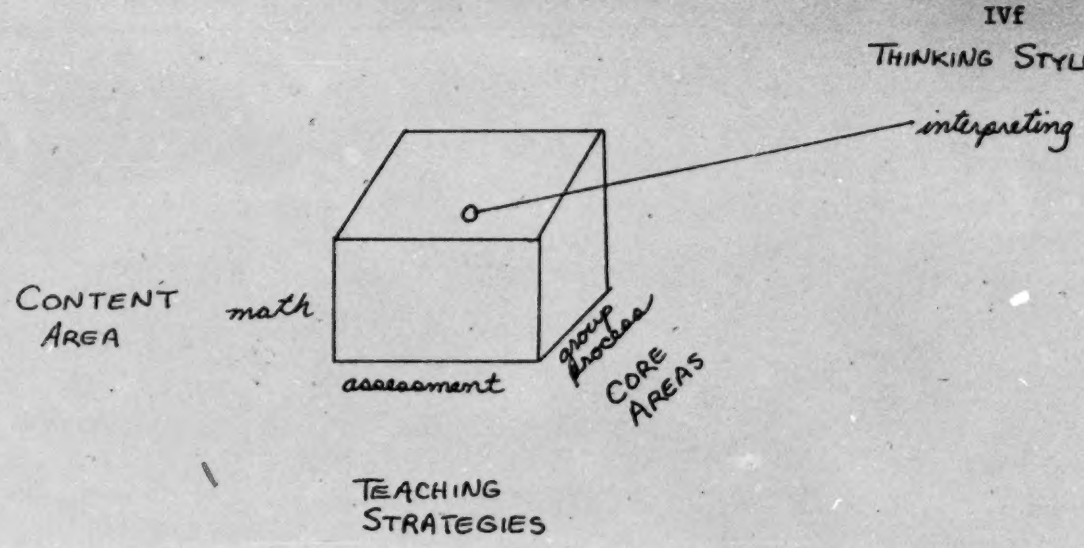
Perspectives	Threads
CONTENT AREAS:	maths science social systems reading, language arts, and children's literature health and physical education
TEACHING STRATEGIES:	recipes individualization assessment classroom management integration
CORE AREAS:	classification patterns and themes group process learning theory
THINKING STYLES:	analysis synthesis interpretation imagination and creativity

Any of the "threads" can be used to examine any classroom situation. This is the integrative APEX notion of curriculum. A given classroom situation is just that: it remains unlabeled. At worst, it is stereotyped with one label. At best, we can use combinations of multiple perspectives. Visually our curriculum block looks like this:

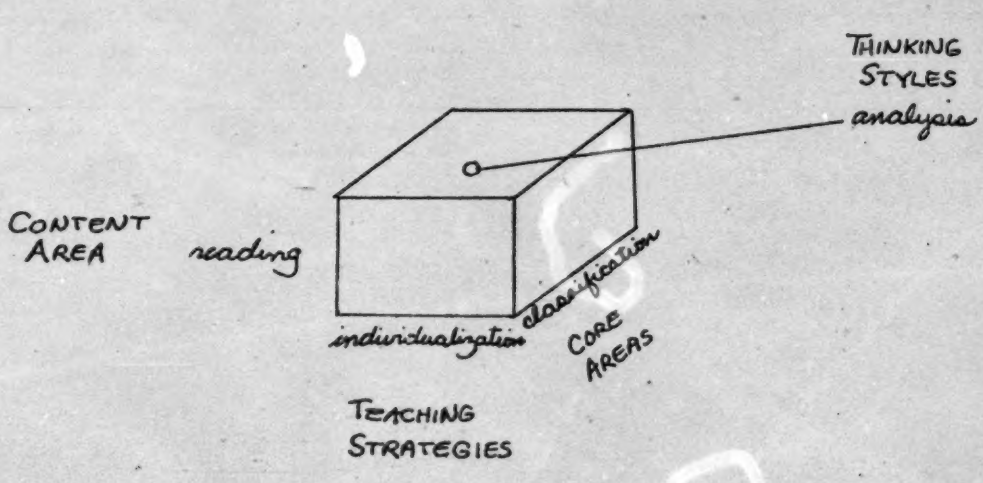
If we wanted to represent the two approaches to the example together, we'd just have to build a framework combining the two visual models:



Notice that combining the two approaches has added six additional approaches to look at the teacher/child situation.



Now, suppose the little girl in the example were having reading difficulties. We could use the same major perspectives but with different specific forms: CONTENT as reading, TEACHING STRATEGY as individualization, CORE AREA as classification, and THINKING STYLE as analysis. Similarly, we could look at the multiple interactions of individualization x reading x classification x analysis. Usually we could represent this second example:



This is a relatively simple example. As a student of teaching and learning, we can use four different sets of sunglasses to examine the situation. Each set gives us a different perspective.

> If we were interested in the CONTENT AREA, we might look to see what <u>math</u> the child was doing--text series, new or old, level of difficulty, etc. If we were interested in TEACHING STRATEGIES, we might look to see what sort of problem <u>assessment</u> the teacher used in arriving at his solution to the problem of the child's copying.
>
> If we were interested in CORE AREAS, we might look to see what effect the child's placement next to the teacher's desk had in the <u>group process</u> of the class.
>
> If THINKING STYLES were out interest, our lenses might reveal to us how the child was <u>interpreting</u> the mathematics operations.

We could choose to look at the situation purely as a math, or an assessment, or a group process, or an interpretation problem. We could also look at the problem as one of interaction, that is, a problem of math and assessment, or math and assessment and interpretation. Maximally, we would look at the interaction as the combination of the four perspectives: math and assessment and interpretation and group process. Visually, we could represent this:

quote Know the Methods or fillintheblanks unquote when May 10th rolls around. Our endpoint for you is not to know x, y, and z surefire methods for guiding each and every child down the yellow brick road to true, just, and compassionate learning. No. *Our endpoint is for you to understand your learning of methods as the learning of integrating processes which connect and weave together traditionally separated, discrete, content (math, social systems) and classroom management (assessment, discipline) areas. *We think and feel it is important to focus on what you already know and *we think and feel it is important to have you focus on what you already know. We place our emphasis here because we'd like your move to the next semester of the program to be accompanied with a huge locker of confident feelings about what you can do and what doing something at a certain time means. We place our emphasis here because we understand that teaching is putting knowledge together in new ways (creating new pots from old clay) by knowing when to ask questions and give information and by knowing what those questions and information might be.

Now, how has "knowledge" been put together for this semester or "here come the framework!" Let's build the framework by using the following example:

> A teacher would like to stop a child from continually copying friends' work in math. He places the child in a desk right next to his and tells her he'll keep her there for a week until the copying stops. Furthermore, the child was to do her math independently only when the teacher was at her desk helping other children (so the teacher could eyeball the child).

VII. BUDGET STATEMENT

APEX BUDGET

1.	Salaries	$ 26,150.
2.	Operating	7,200.
3.	Equipment	700.
4.	Fringe Benefits	5,230.
		$ 39,280.